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ABSTRACT

The pamphlet is directed toward the new member of a career education advisory council. It explains why advisory councils are needed and why an individual should join one. An advisory council is defined as a group of persons selected to collectively advise regarding career education efforts within the community, whose members are predominantly from outside the field of education and are selected because of specialized knowledge. The type of role a member fulfills, his term of membership, and what happens to the advice he gives are described. A checklist details what an advisory council can do to help teachers and administrators in the areas of: student career selection, placement, and evaluation; educational programs; public relations; area vocational centers; and recognition of excellence in students. The roles of the school representative and council chairman are outlined. (MS)

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ADVISORY COUNCIL MEMBER

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THE DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION WISHES TO ACKNOWLEDGE THE EDITORIAL ASSISTANCE OF THE FOLLOWING EXPERIENCED INDIVIDUALS IN THE UTILIZATION OF ADVISORY COUNCILS:

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YOU ARE NOW A MEMBER OF A CAREER ADVISORY COUNCIL

You have been asked to lend your capabilities, experience and knowledge as an ADVISOR to a career education program in your school. Since you represent a segment of business and industry for which your school is educating students, you are a valuable asset toward the proper preparation of these students who may be considering or actually entering the educational program of their choice.

Students, who eventually will work and live in the community, often must have serious consultation and career exposure in order to help choose a career. After making a choice, the student **needs to learn** enough to: (1) compete successfully in the job market; (2) find employment in the career specialty for which he is educated and to **hold** that employment; or (3) qualify for higher education in the career field of his or her choice. To provide the modern, up-to-date training for future citizens, your school needs your advice, assistance, and council!

What your ADVISORY COUNCIL will do and how effective it will be in developing a quality career educational program depends upon the combination of your recommendations, the educational beliefs of your school, the adequacy of the instruction (including sufficient equipment and facilities), and the motivation of the individual student.

WHY HAVE AN ADVISORY COUNCIL?

An Advisory Council of interested, able and concerned citizens is the most productive and relevant method to involve the community in education. It is a vital link between the community and the school. It can give advice, make recommendations and provide service otherwise not available.

WHY GET INVOLVED? WHICH OF THE BELOW IS IMPORTANT TO YOU?

- Recognizes your experience and knowledge in your business.
- Provides the satisfaction of making your knowledge and expertise, available to **your** community school.
- Potential employment of students who can be a source of part-time employees for your business.

- Provides a source of better trained and experienced future full-time employees.

- Offers the satisfaction of being involved with the education of youth and adults of your community.

- Gives you an investment in building leadership for the future "work force" of the community. This helps keep the community strong to protect the economic strength of your business.

ADVISORY COUNCIL

DEFINITION

AN ADVISORY COUNCIL IS A GROUP OF PERSONS SELECTED TO COLLECTIVELY ADVISE REGARDING CAREER EDUCATION EFFORTS WITHIN THE COMMUNITY. MEMBERS ARE PREDOMINANTLY FROM OUTSIDE THE FIELD OF EDUCATION AND ARE SELECTED BECAUSE OF SPECIALIZED KNOWLEDGE.

TYPES OF COUNCILS

- **CAREER COUNCIL**
  concerned with the overall educational program.

- **VOCATIONAL-TECHNICAL COUNCIL**
  concerned with the overall program of occupational preparation within one school system.

- **OCCUPATIONAL COUNCIL**
  concerned with one specific occupational program, a trade field, or family of occupations.

- **AREA VOCATIONAL CENTER COUNCIL**
  concerned with occupational programs for several school systems with each member considering: (1) what is best for the community which he represents and (2) what is best for all the educational districts served by the Vocational Center.

PURPOSE

To collectively advise, make recommendations and give service to the school, its students, instructors and administrators.

HOW YOU CAN HELP

- Advise on developing policy and local philosophy in regard to career and occupational programs.
- Help determine educational goals and requirements pertaining to the community in relation to each student.
- Help establish and maintain good communication between the community and school.
- Advise in developing the educational objectives for particular instructional programs.
- Aid in evaluating the educational program or programs in respect to community requirements and individual career accomplishment of its graduates.
- Advise the school administration relative to proper qualifications of instructors for certain specialized orograms.
- Aid in establishing criteria for selection of students.
- Assist in long term planning for programs including curriculum, equipment and facilities.
- Promote certain educational services to students and citizens such as career information, job placement, public relations, obtaining resource people for the classroom, etc.

TERM OF MEMBERSHIP

It is understood that individuals who serve on different ADVISORY COUNCILS often have busy schedules. On the other hand each member must realize that he or she must be willing to devote sufficient time to the council activities to be effective.

In order that membership may not become burdensome to any one member and so that other individuals who have expressed an interest in the educational program may have the opportunity to make a contribution, the suggested length of membership is **three years.**

It is suggested that the first advisory council members draw lots for one, two, or three year terms. Thus each year one-third of the membership will be replaced. This insures new members each year with varied

experience and expertise and allows others in the community to make their contribution to the school educational program. At the same time, with two-thirds of the membership continuing, it allows for continuity in leadership and needed stability of the council operation. A person who has served a term as a member should be ineligible for reappointment until one year has elapsed following expiration of his term. Some valuable former members can be utilized as consultants for specific parts of the program but for a limited time only.

ADVICE AND RECOMMENDATIONS
WHAT HAPPENS?

- After the council secretary documents the council's recommendations, the School Representative then submits the request to proper authority for action. This could be the Superintendent of Schools, President of the Board of Education, Vocational Director or whomever has the authority to implement.

- The recommendation is considered by the administrative authority or teacher and a report is returned to the chairman of the council by the education representative as soon as posisble as to the action taken or anticipated. There should be a minimum of delay for this report to be made.

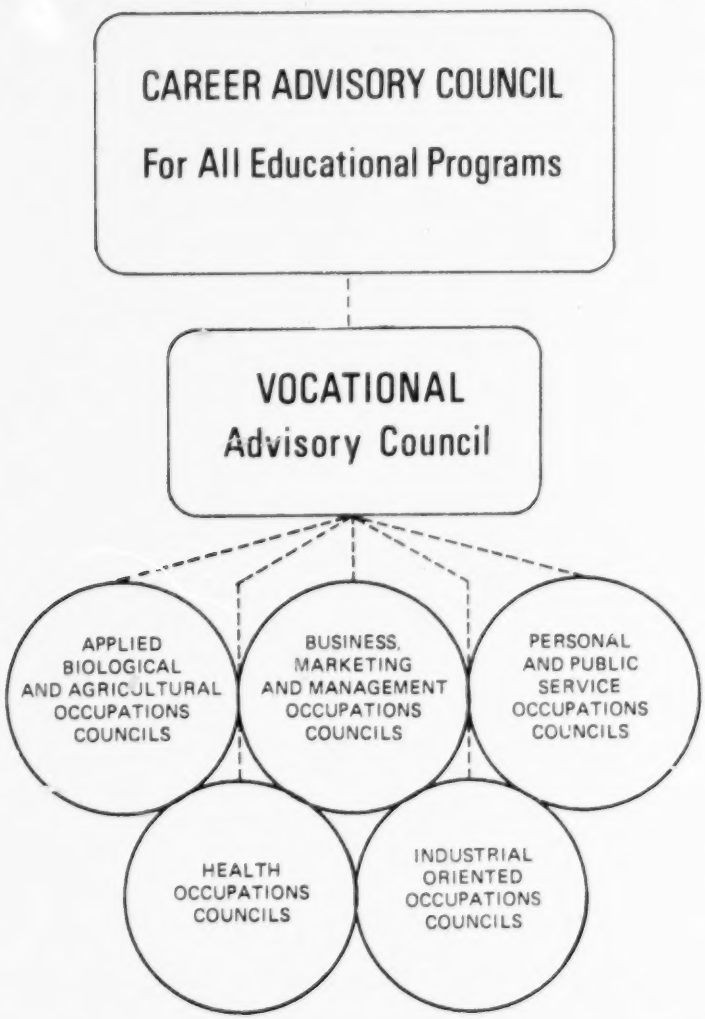
- One or more of three results should take place.

  - the recommendation is implemented as presented.

  - the recommendation is to be implemented with stated modifications, with explanations.

  - the recommendation is declined, with explanations.

SCHOOL ADVISORY COUNCIL SYSTEM



NOTE: The vocational ADVISORY COUNCIL is only one important segment of the TOTAL CAREER EDUCATION PROGRAM in the educational system. Doted lines indicate representation on the consolidated council.

CHECK LIST

WHAT AN ADVISORY COUNCIL CAN DO

HELP FOR TEACHERS AND ADMINISTRATORS

- Assisting school, administrators, and instructors in establishing a philosophy of career education
- Assisting in the preparation of measurable objectives for career programs and courses
- Maintaining all advisory council activity on an advisory status only, but at the same time realize the school needs your assistance to insure community relevance to local educational careers
- Assisting in establishing career education programs and advising on the use of proper criteria of evaluation
- Extending your expertise for clinics, in-service workshops, seminars and training programs to school career education faculty
- Assisting in establishing teacher qualifications for specific career occupation teaching
- Identifying substitute or resource instructors from the community to assist regular teachers in the classroom and/or teach in specialized program areas both day and evening

- Assisting in preparing job descriptions on which course content may be used
- Suggesting general occupational abilities necessary for a graduate of an occupational area to have in order to compete in the community job market
- Providing criteria for awards and prizes to outstanding students
- Identifying potential training stations for the placement of students in cooperative education programs
- Arranging meetings to establish cooperative relationships between the schools, industry (and parents in high school or elementary schools)

STUDENT CAREER SELECTION, PLACEMENT AND EVALUATION

- Assisting in public relations procedures both externally and internally to encourage young people to consider vocational and technical education to include:

  assisting in the formulation of a speaker's bureau to make speeches to civic clubs, career day meetings, etc.

  assisting in establishment of procedures for approaching parents to provide vocational and/or technical information

  providing ideas for taking steps to acquaint younger students and teachers in lower grades with the programs

  considering ideas for a system of visits to vocational center area schools to acquaint them with the programs available to them

  assisting in procedures for approaching and providing information for guidance counselors who help encourage students into the programs

- Assisting in the establishment of criteria and qualifications necessary for students to apply for admission to the vocational-technical programs, including use and interpretation of aptitude tests for student self analysis

- Providing information concerning desirable aptitudes, education and experience preferred for entry-level jobs and in the area of higher job level specialization requiring advanced training

- Arranging plant and/or field visits for students, instructors (and parents in high school or elementary) that are interesting and educational, and which in some instances may serve as classroom instruction as relevant to work experience information

- Providing specialized vocational literature to teachers, counselors, parents and students; such as occupational folders, brochures, pamphelts, etc.

- Assisting the instructors in the formation of accurate, realistic specialized instructional projects for group and individualized instruction

- Assisting in the development and obtaining of qualification, certification and licensing tests, including apprenticeship requirements to be used for initial employment of graduates

- Participating in and helping to interpret surveys of local industry manpower needs, job availability, anticipated employment in the community and identification of employment areas

- Assisting in placement of students in part-and full-time employment and advise in job placement of career program graduates

- Assisting in establishing certain vocational-technical programs as recognized sources for craft apprenticeships

- Assisting with procedures for continuous evaluation of the programs and follow-up evaluation of graduates for program accountability which spotlights the value of the program or programs to the community and its employment needs

EDUCATIONAL PROGRAMS PERTAINING TO CAREER INFORMATION AND COMMUNITY-PARENT INVOLVEMENT

- Evaluating and issuing supporting recommendations on budgetory requests, physical conditions, adequacy of equipment and supplies, laboratory shops, classrooms, etc.

- Assisting in the development and periodic evaluation of course content to assure its being up-to-date in meeting the changing skill and knowledge needs of the community, and employment area for industry and business

- Obtaining needed school equipment and supplies on loan, as gifts, or at special prices

- Assisting in the establishment of standards of proficiency to be met by students and helping with job analysis and tasks analysis in specialized areas

- Assisting in the development of school procedures concerning the kinds and volume of production work or "live jobs" to be produced by students so that this work will be of instructional value in the educational program

- Establishing and helping to maintain a library of specialized visual aids, magazines, and books concerning industry and business in conjunction with the school library

- Assisting in the development of special educational and training programs for disadvantaged and handicapped students conducted with funds made available by the Manpower Development and Training Act, the Economic Opportunity Act, etc., in accordance with the needs of the community and representatives of the administrative agency

- Assisting in the development of evening school skill improvement and technical courses for employed personnel on the continuing adult level

- Assisting in the development of apprenticeship and on-the-job training related courses, in accordance with recommendations of local craft representatives and their specialized requirements

- Arranging plant or field trip visits for teachers to upgrade their teaching background in particular occupational areas

- Providing, whenever possible, training resources i.e., raw materials, finished products, equipment, charts, posters, etc., for exhibit and instructional purposes in classrooms and shops

- Assisting in making cost studies for specialized programs and courses

- Assisting in establishing sequence of courses for proper student development in order that graduates will have proper training in job cluster areas to compete in the job market

- Seeking the cooperation, when needed, from other agencies for career education

PUBLIC RELATIONS

- Supporting career education in its direct relationship to the activities of local and state school officials, boards and legislative groups

- Helping to obtain speakers to address trade and civic groups, school banquets and assembly programs which concern the development of career programs

- Assisting in arranging for publicity subject to school review, by using their contacts with news media-such as newspapers, trade magazines, radio and television stations-that would not otherwise be available to the school

- Participating in radio and T.V. programs designed to sell career education to the public

- Participating in an "open house" for students, parents and other adults in the community

- Inviting teachers, counselors, administrators and students to visit various plants and businesses

- Advising employees and their families concerning school programs by posting information on bulletin boards, news stories in company publications and enclosures in pay envelopes, with approval of top management

- Assisting through donations and help to arrange for funds to advertise and advance specific school career education and training programs

- Supporting through attendance, educational workshops and conferences that advance career education

- Assisting in evaluating the public relations policies and actions of the school in respect to the community and the overall career programs

10 **APPLICABLE TO AREA VOCATIONAL CENTERS**

- Aiding Area Vocational Centers in studies of area school curriculums to determine needed specialized programs that augment member school programs

- Studying and advising on the proper representation for the advisory council from each area school community

- Helping develop a communication method to report on Area Vocational Center activities and progress to each member school and community

- Aiding in supplying specialized knowledge for site selection, necessary equipment and facility requirements for an Area Vocational Center

- Assisting in development of sequential curriculum for area schools that will help provide a complete training program between all schools, including the Area Vocational Center

- Giving specialized vocational assistance in planning interaction between teachers in specific occupational fields in area schools and an Area Vocational Center

ADVISORY COUNCIL OPERATIONS

- Assisting in setting up and implementing a set of rules and bylaws to insure an active permanent advisory council

- Support through regular attendance at meetings and encourage total attendance of fellow members, to insure a well-represented and effective council

STUDENT RECOGNITION

- Providing scholarships and other financial assistance for outstanding graduates who wish to continue their career educational training

- Providing recognition through prizes, awards and publicity for outstanding students, as approved by appropriate regulatory agencies

- Providing recognition for outstanding leadership, and encouraging greater involvement

SCHOOL REPRESENTATIVE

RESPONSIBILITIES TO THE ADVISORY COUNCIL

- Cooperate and work closely with the Council

- Help the Council Chairman to:

  formulate the agenda for each meeting

  provide advance notices and follow-up communications for each meeting

  arrange for and aid the Secretary in writing the minutes of each meeting and disseminate to all members

keep attendance records

notify and communicate with school officials in regard to meetings

- Be prepared to offer clear explanations, from the school viewpoint, of any question to come before the ADVISORY COUNCIL or agree to obtain the answer by the next meeting
- Arrange for the facilities and equipment of the school to be used by the Council
- Help provide needed research and information needed for Council activity
- Prepare special reports as requested by the Council
- Attend all meetings and establish a personal relationship with all members
- Involve the ADVISORY COUNCIL at the inception of a program or consideration of change in curriculum
- Help make the Council a continuing activity even after the program is successful
- Aid in school approved public relations projects from the Council, releases to media, etc.
- Arrange for proper recognition of Council members and their efforts

ADVISORY COUNCIL CHAIRMAN

WHAT DO YOU DO?

The chairman is a highly important person to an ADVISORY COUNCIL. How he operates will often make the difference whether or not the COUNCIL is effective.

HE IS RESPONSIBLE FOR

- Working with the school representative and Council members in setting meeting dates
- Being the "driving force" behind planning the functions of the Council and working with the school on an acceptable agenda

- Presiding at all Council meetings
- Insuring a good personal relationship with all Council members
- Working with the school representative on needed information and necessary follow up of Council activities and reports

Council meetings should begin and be concluded on time and conducted without adhering to strict rules of order. The Chairman should provide leadership and give each member an opportunity to express his viewpoint. Firmness and fairness is expected of the chairman. Also another duty is to keep well informed on the progress of the educational program for which the Council was formed.

HOW THE CHAIRMAN OPERATES

- Open and close the meeting on time
- Review and present all pertinent information
- Obtain the views of each member on each item on the agenda
- Maintain all discussion to the subject matter at hand
- Summarize often and obtain general agreement by group decision
- Make sure all Council recommendations are recorded properly in the minutes
- Make Plans for the next meeting

SAMPLE

Examples of
some activities carried out by various Advisory Councils

ADVISORY COUNCIL'S ACTIVITIES
September to June

(NOTE: ALL ACTIVITIES MUST BE "TAILORED" TO MEET THE NEEDS OF EACH COMMUNITY.)

- Advisory Council Members (as a group) came to school to "welcome" students into program
- Council formed a "Speaker's Bureau." Makes available speakers on career topics of importance to students
- Helped to revise form for students to evaluate their training stations
- Sent a "Thank You" letter to all cooperating employers in training stations, including a copy of rules and regulations for participating students
- Attended area, state, and national youth conferences
- Presented a panel discussion to area teacher-coordinator conference
- Secured interest and space for a feature story in local newspaper, assisted in its preparation
- Arranged for "Student of the Month" for occupational areas publicity in Chamber of Commerce monthly paper to all members
- Presented a program on certain careers before civic clubs
- Secured radio editorial on certain educational career programs
- Arranged for a Career Foundation with specific objectives and made contributions to fund
- Members spoke with many students on the job to determine viewpoint and adequacy of training
- Helped formulate the first award program to cooperating employers on training stations
- Facilitated a special mailing of explanatory letters to all community businesses and industries on the school vocational cooperative education program
- Participated in special programs on "Careers" before entire student body
- Arranged for "Outstanding Student of the Year" award winners to be guests to Annual Chamber of Commerce Banquet, Lions Club Dinner and other interested community service clubs

- Arranged for special newspaper coverage for all award winners and the Annual Employer-Employee Banquet
- Secured teaching materials and equipment for classroom
- Developed set of forms to be used in selecting outstanding student for the year
- Secured promotional budget from local Chamber of Commerce of $350.00 with promise of increase
- Held one or more meetings on total evaluation of the programs
- Conducted a summer projection "Development of new training stations"